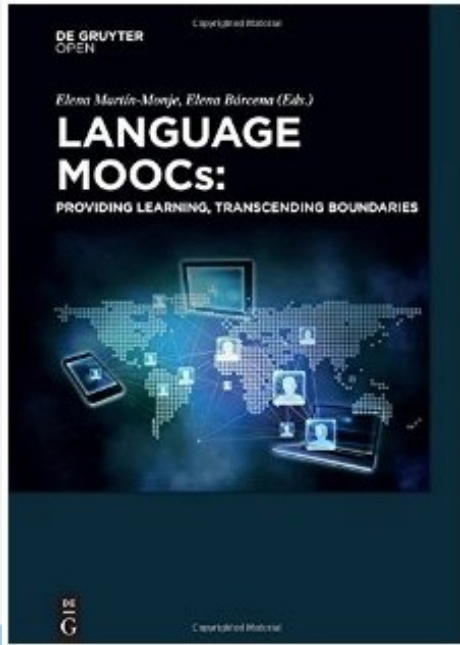# Mobile Massive and Open Online Language Learning for Displaced People

Timothy Read
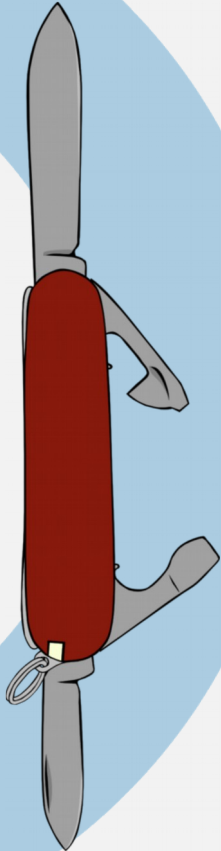
UNED, Spain (tread@lsi.uned.es)

Language MOOCs (LMOOCs)

DE GRUYTER
OPEN

Elena Martín-Monje, Elena Bárcena (Eds.)

LANGUAGE MOOCs:
PROVIDING LEARNING, TRANSCENDING BOUNDARIES

- MOOCs in general
  - Open + Social learning
- CLIL MOOCs
- LMOOCs
  - Language as content + vehicle
  - Overcome teaching ratio
- Initiatives, projects, etc.
  - https://moonliteproject.eu/resources
  - Are standard LMOOCs appropriate for refugees?

ICELET 2019 YADA 1928 K. N. Toosi University of Technology ATLAS Applying Technology to LAnguageS UПED

The need for Mobile Course Deployment

- In general (UKOM data: https://bit.ly/2DrRt2I):
  - 32% Smartphone / 77% + tablet
  - (Iran in 2018: 53% SIM, only device?)
- For displaced people:
  - Specific, complex and fluid circumstances.
  - Context implies specific digital skills, attitudes and choices.

- Can you learn from mobiles, on the road, at camps, etc.?

- What would be needed for this to happen?

Refugee resistance to online learning

- THES article online HE for refugee
  - https://www.timeshighereducation.com/news/online-higher-education-unappealing-syrian-refugees

- Channelling via NGOs, RSG, etc.
- Support networks as MOOC facilitators.
- Relevant scaffolding
- Recognition + certification

https://commons.wikimedia.org/wiki/File:Traiskirchen_refugee_camp_2015.jpg

Possibilities for Mobile Assisted LMOOCs

1. An LMOOC accessed from a mobile:
   – Some mobile MOOC clients available
   – Offline content + activities
2. A MOOC-like mobile app/platform

Refugee-specific adaptability & scaffolding criteria

3. MALL in a MOOC

MALMOOCs
(Read, Bárcena & Kukulska-Hulme; 2016)

1. An LMOOC accessed from a mobile device
2. Learning activities using smartphones
   – (audio/video) blog in the target language
3. Incorporation of Apps
   – Extend learning via programs
   – Integration of social networks

A rubric for refugee-specific adaptability & scaffolding criteria

1. Pedagogy
2. Linguistics
3. Socioculture
4. Technology
5. Institutionalization

The UNED Open edX MOOC Platform
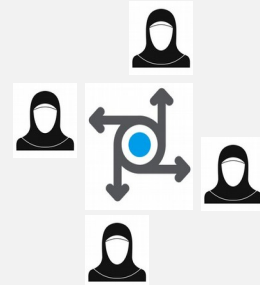
Educational Proxies

- Differences in digital competences/literacies, sociocultural norms., and expectations
- Cf. CMC with Spanish, American and Japanese students
- What is an EP and why do we need them?
  - E.g., Palestine female students:

eLeading Students

- eLeading student 'humanizes' MOOCs
- cf. facilitator
- Encouraged by teacher, will gain attention & respect of the group
- Evidence: numerous responses to messages, high karma
- Prioritize interventions (positive cascade effect)

Scaffolding

- eLeading students
- OER ⮂ 5Rs (retain, reuse, revise, remix, redistribute)
- Implicit social inclusion
- Effective collaborative and P2P activities for the four language competences:

	Reception	Production
Spoken	Listening	Speaking
Written	Reading	Writing

Open Doors: Spanish Course for Immediate Needs I & II

- New Spanish LMOOCs for immediate needs (I & II)
  - A1 (some A2)
  - 6 weeks each
  - Teaching teams mix RSGs and UNED
    - Content providers, facilitators, etc.
  - Relevant scaffolding
- Establish criteria as "Refugee Friendly"
- > 1900 students registered in first course

Open Doors: Spanish Course for Immediate Needs I & II

- First course content:
  - Module 1: Administration and bureaucracy
  - Module 2: Routines and daily life
  - Module 3: Travel and moving around
  - Module 4: Going to the doctor
- Second course content:
  - Module 1: Integration and socialisation
  - Module 2: Looking for housing
  - Module 3: Training and employment
  - Module 4: Defending rights

Conclusions and key ideas

- MALMOOCS for "everyone" are possible
- The platform is dead – long live the platform!
- Design for mobile and scaffold for diversity
- Learning is online, pervasive, open and social
- Follow our work:
  - Email: tread@lsi.uned.es
  - Research gate: https://bit.ly/2tmIdbq
  - Google Scholar: https://bit.ly/2DO0oLS